

The Work We Do

October 2018

St. Anthony-New Brighton School District

It's hard to believe we are almost a month into the school year already! It has been a hectic start, as always, but I so enjoy getting the process of getting to know all these kiddos. From writing notes back and forth that first week of class, to seeing them bring in adorable or hilarious photos of themselves to decorate the classroom. I know we have begun with some challenging content in class, and I already appreciate the perseverance of these kids. I know I've received some questions regarding grading, which I will soon address. However, I also want to take some time to explain why I do what I do.



I do not get out of bed every day to come teach math; I come here every day for your kid. I do like math well enough, and obviously want to help everyone in my classroom improve their skills and reasoning in that subject area. However, I want so much more for each student in my room. I want them to know I care about them immensely, that I will always be here for them however I can, that I care more about their growth than their grade, and that I have as much to learn from them as they have to learn from me. I know this transition into 6th grade is huge and scary, and that math is already terrifying enough for many. I don't need them to end this year loving math, but I do hope they leave my classroom having proved to themselves that they can be successful even at hard things. I want them to learn the importance of failure, and more importantly, how to rebound from it. I want us to be willing to take risks, always being gracious and respectful of one another.



I know these goals aren't easily achieved, and I thank you in advance for your countless encouragements and reminders to your kids, to help support them in every way possible. I try to be available to kids for extra assistance daily before school, and often after as well. Many of my grading policies reflect my belief in learning from failure, by providing opportunities for retakes and corrections (see below). Always feel free to reach out through an email with any questions or concerns. All of this information and more can be found on my syllabus, which your student can guide you to through Google Classroom.

Email to 6th grade parents

Values Embedded in Message to Parents

1. Purpose Driven

“I want to take some time to explain why I do what I do.”

2. Focus on Relationships

“I come here every day for your kid.”

3. Focus on Growth and Shared Learning

“I care more about their growth than their grade and I have as much to learn from them as they have to learn from me.”

4. Focus on Perseverance

“I want them to learn the importance of failure, and more importantly, how to rebound from it.”

Future Forward

Top 10 Skills

1. Complex Problem Solving

2. Critical Thinking

3. Creativity

4. People Management

5. Coordinating with Others

6. Emotional Intelligence

7. Active Listening

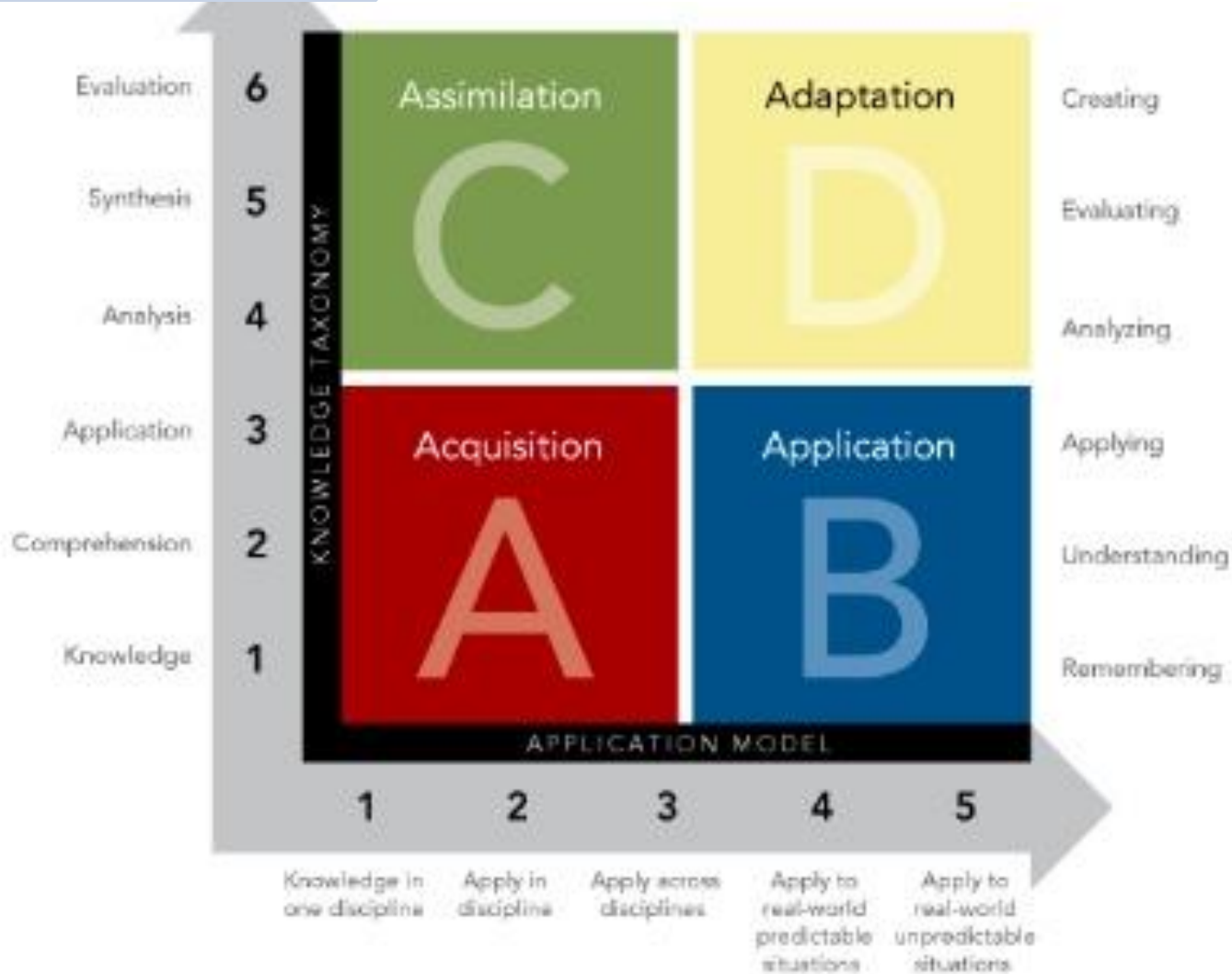
8. Service Orientation

9. Negotiation

10. Cognitive Flexibility



Future Forward



Future Forward

Personal Skills

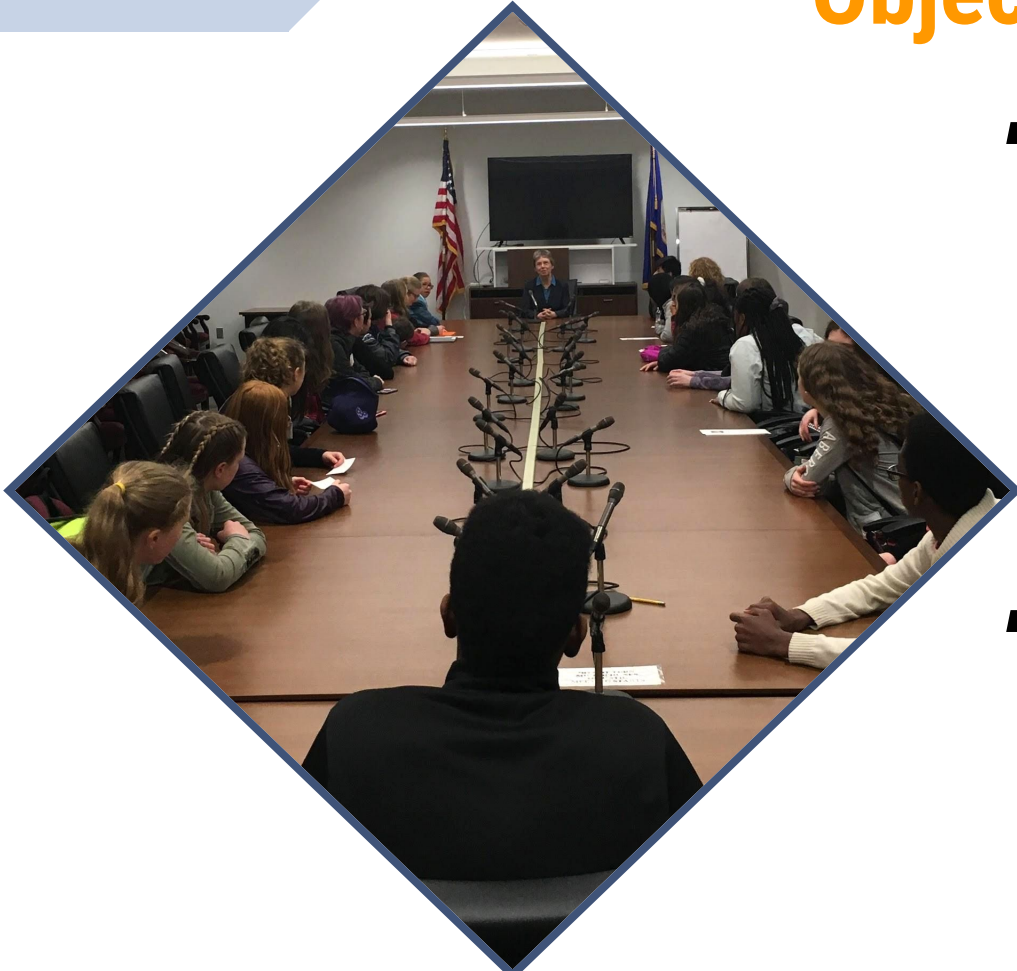
- Responsibility
- Contemplation
- Initiative
-  • Perseverance
- Optimism
- Courage
- Respect
- Compassion
- Adaptability
- Honesty
- Trustworthiness
- Loyalty

St. Anthony-New Brighton

(through programming and practices)



Objectives



- Provide an annual report on Achievement and Integration, ADSIS, Title I, Title III, and World's Best Workforce goals
- Share the Northstar Accountability results and alignment with our values



Our Mission and Values

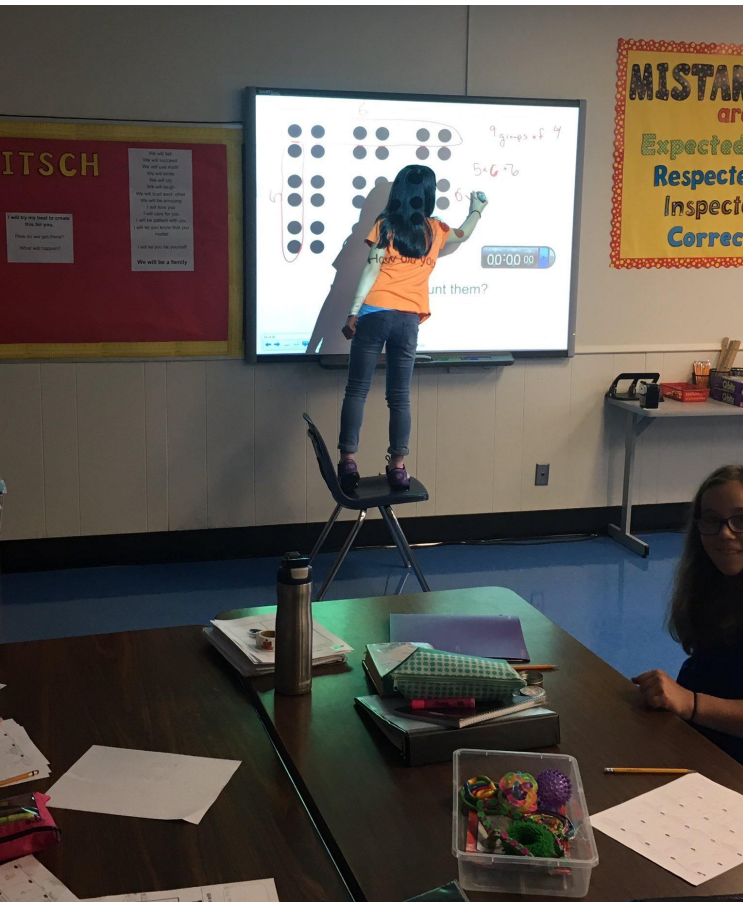
Mission

We Educate, Prepare, and Inspire a Community of lifelong learners in our small, caring environment.

Values

We are committed to the success of all learners. We will engage, inspire, challenge, and support each learner through innovation and collaboration.

Achievement and Integration



- ***Purpose of Achievement and Integration is to:***
 - ▷ Pursue racial and economic integration
 - ▷ Increase student achievement
 - ▷ Create equitable educational opportunities
 - ▷ Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

Achievement and Integration

Implementation (Classroom) :

- ▷ **Wilshire Park:**
 - ▷ Student Advocate - meet with students to provide behavior and academic support.
 - ▷ Parent Advocate - help create a school-based equity team with parents. Develop direct teaching lessons on equity for classrooms.
- ▷ **St. Anthony Middle School** - Co-Teaching - 8th grade Science
- ▷ **St. Anthony Village High School** - Co-Teaching - Algebra

Achievement and Integration

Implementation (Staff Development):

- ▶ **Data Coaching:**
 - ▶ Wilshire Park: Language Arts K-5
 - ▶ English Language: K-12
 - ▶ St. Anthony Middle: Math, Language Arts, Social Studies, Science
 - ▶ St. Anthony Village High School: Math
- ▶ **Equity Coaches:** PK-5 and 6-12

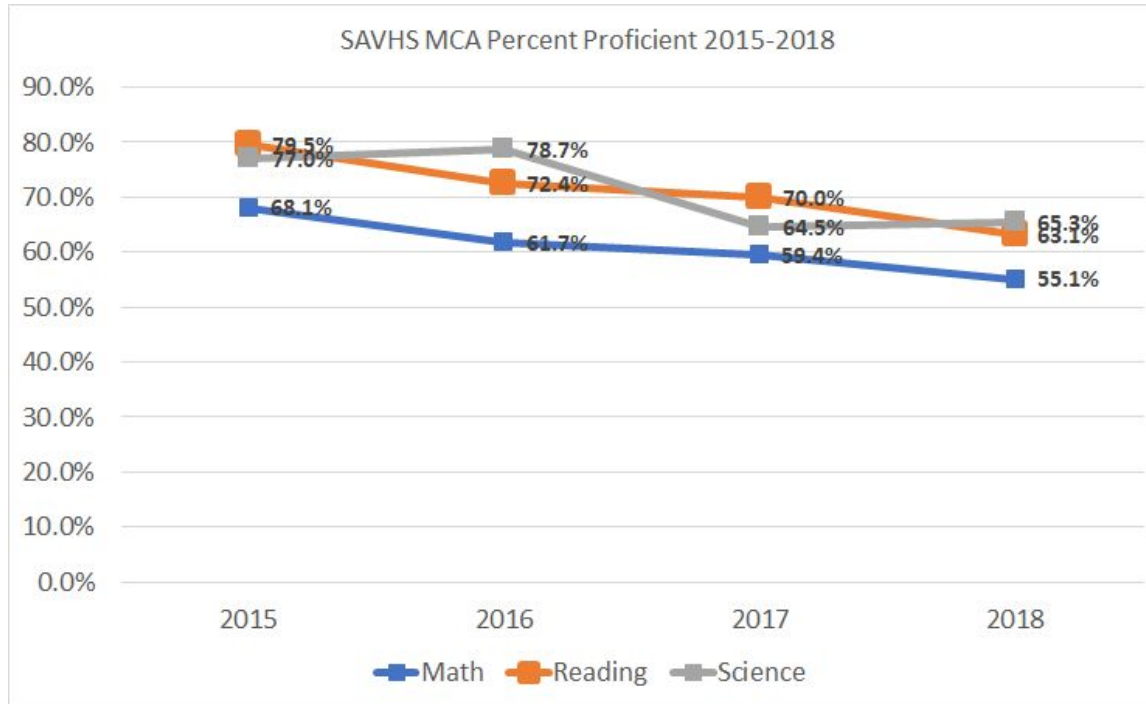
Achievement and Integration

Implementation (Integration):

- ▶ **Summer Seminar**
 - ▶ Summer Boost Program with Columbia Heights
 - ▶ Writing Course
 - ▶ Algebra Course
- ▶ **Fourth Year**

SAVHS Goal 1

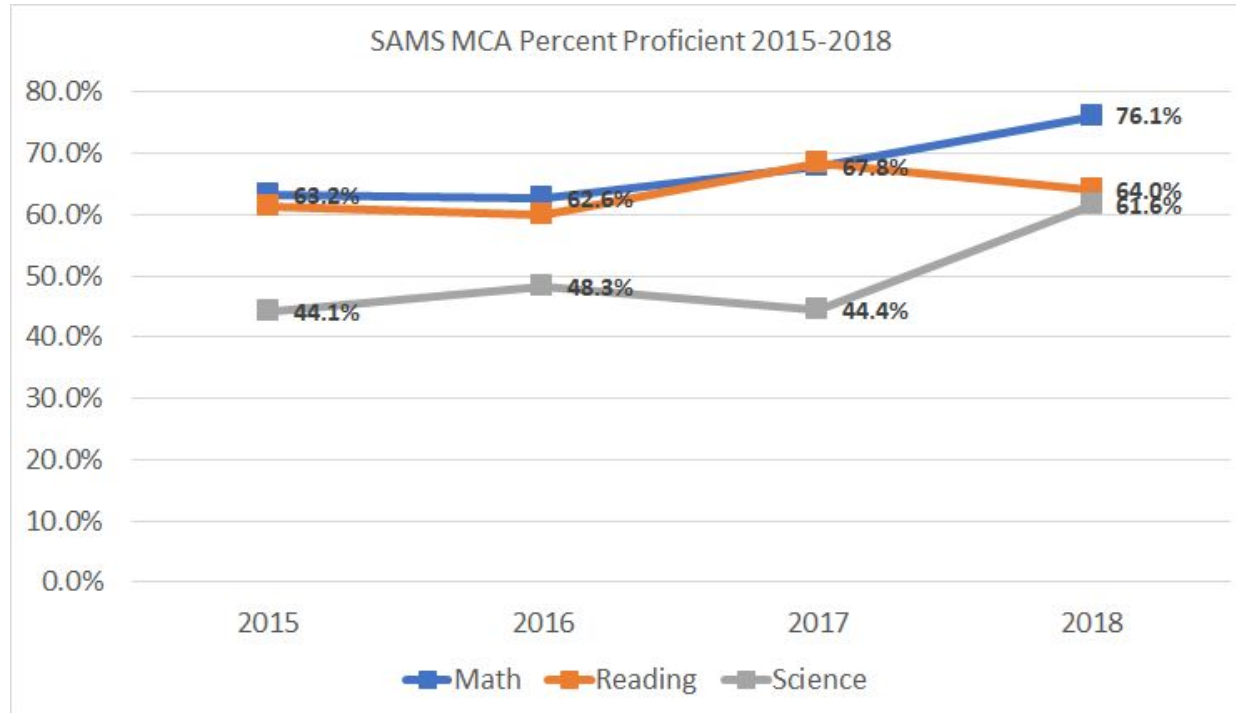
- Increase by 10% the proficiency of students as measured by Reading, Math, and Science MCA by June, 2020



SAVHS Goal:
Not making
progress

SAMS Goal 1 (cont)

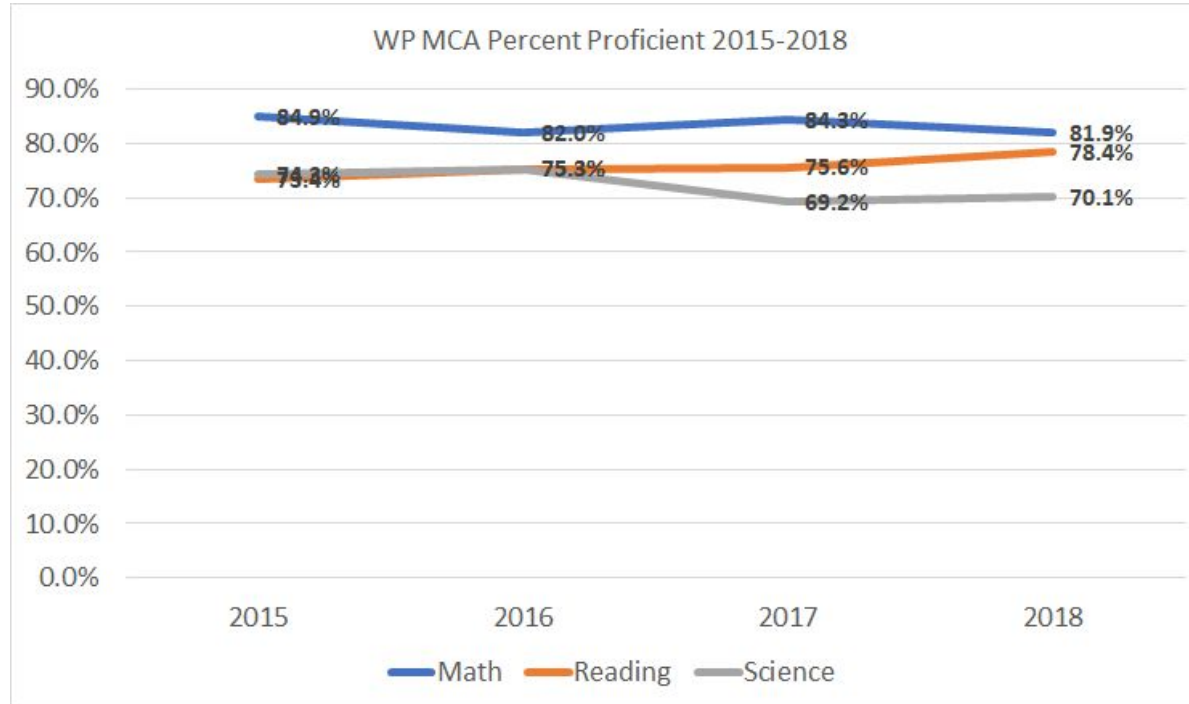
- Increase by 10% the proficiency of students as measured by Reading, Math, and Science MCA by June, 2020



SAMS Goal:
Making progress

Wilshire Park Goal 1 (cont)

- Increase by 10% the proficiency of students as measured by Reading, Math, and Science MCA by June, 2020

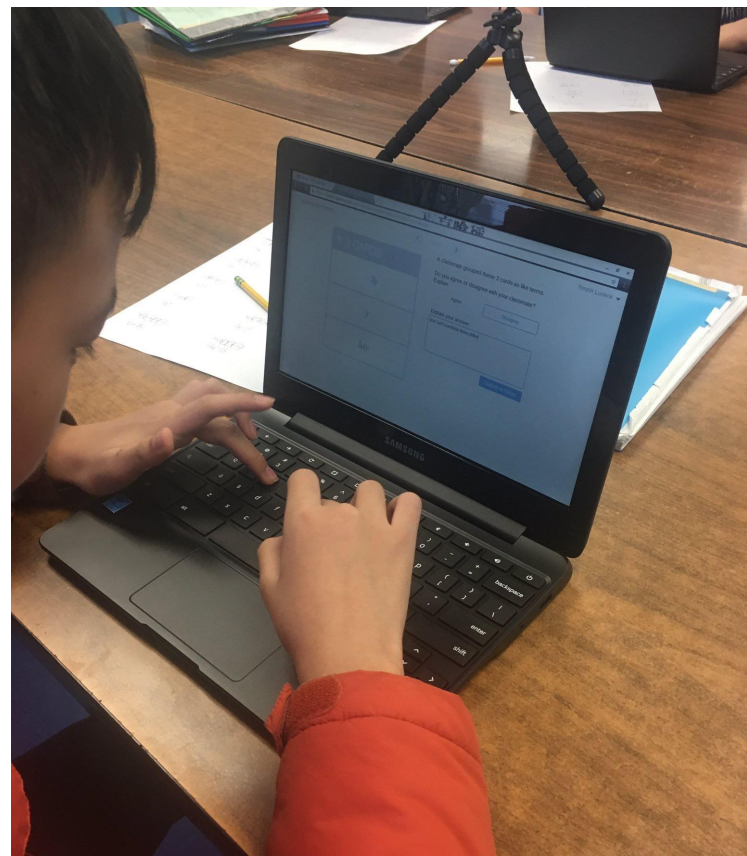


Wilshire Park
Goal: Making
some progress

- Increase by 15% the engagement of students of color as measured by student report card grades and by student engagement surveys by June 2020.
 - ▷ 11 students attended summer seminar
 - ▷ **Feedback from a student:** By the end of the summer I was able to learn and write in a space with students where I was not the minority. In fact, most of the kids looked liked me and shared many cultural experiences and understandings.

ADSIS

- **Alternative Delivery of Specialized Instructional Services (ADSIS)** is an application process for districts and charter schools to apply for ***state special education aid***.
- The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support ***to succeed in the general education environment***. The ***goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students***.



ADSIS Reading Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-3	AIMSWeb	AIMSWeb	Leveled Literacy
3-5	AIMSWeb	AIMSWeb	Read 180
6	NWEA	AIMSWeb	Read 180 Co-Teaching
7-8	NWEA	AIMSWeb	Co-Teaching

ADSIS Math Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-3	AIMSWeb	AIMSWeb	Double Math
4	AIMSWeb	AIMSWeb	Double Math
5	AIMSWeb	AIMSWeb	Double Math
6-8	NWEA	AIMSWeb	Double Math

ADSIS Behavior Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-5	BESS	BESS Review ODRs Nurse Visits Attendance	Check-in/ Check-out
6-8	BESS		

WP and SAMS have goals in the areas of:



- Reading
- Math
- Behavior (Wilshire Park only)

Year 1 of 2



Program Goals:

Decrease the number of students that fall below the 33rd percentile in the NWEA (MAP Test) in both Math and Reading.

Overall State Goal: Decrease (keep constant) the number of students who are referred to special education, but do not qualify.

Special Education - WP

- *The number of students referred for a special education evaluation in grades 1-5 at Wilshire Park Elementary School will stay the same from **10** students by end of state year 2016-2017 to **10** students by end of 2017-2018 state year.*
- Goal Met (6)

Special Education - SAMS

- *The number of students referred for a special education evaluation in grades 6-8 at St. Anthony Middle School will stay the same from **2** students by end of state year 2016-2017 to **2** students by end of 2017-2018 state year.*
- Goal Not Met (5)

Reading - Wilshire Park

- *The percentage of ADSIS students in grades 1-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth project will increase from **60%** in 2016-2017 to **65%** in 2017-2018 as measured by the NWEA-MAP reading assessment.*
- *Goal Met 70%*

Reading - SAMS

- *The percentage of ADSIS students in grades 6-8 at St. Anthony Middle School School who meet or exceed their fall to spring RIT score growth project will increase from **63%** in 2016-2017 to **65%** in 2017-2018 as measured by the NWEA-MAP reading assessment.*
- *Goal Not Met (57%)*

Math - Wilshire Park

- *The percentage of ADSIS students in grades 1-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth project will increase from **60%** in 2016-2017 to **65%** in 2017-2018 as measured by the NWEA-MAP math assessment.*
- *Goal Met (71%)*

Math - SAMS

- *The percentage of ADSIS students in grades 6-8 at St. Anthony Middle School who meet or exceed their fall to spring RIT score growth project will increase from **55%** in 2016-2017 to **60%** in 2017-2018 as measured by the NWEA-MAP math assessment*
- *Goal Met (79%)*


Behavior - Wilshire Park

- *There will be a 10% decrease in the following three areas from 2016-2017 to 2017-2018 (percent change listed after each area): **chronically absent** (from 32 students to 29), **office discipline referrals** (from 62 students to 56 students), and average number of **nurse visits** (from an average of 44 visits per student to 40 visits per student).*
- *Goal Not Met*
 - *Chronically Absent: 35*
 - *ODR: 61*
 - *Nurse: 7.9 to 5.4 (error in initial report)*

Title I



- Title I, provides financial assistance to schools with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

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- Students in grades 3, 4, and 5 will improve reading proficiency from 76% to 78% proficiency according the MCA 2017-2018 test.
 - ▷ 78.4% - Spring 2018

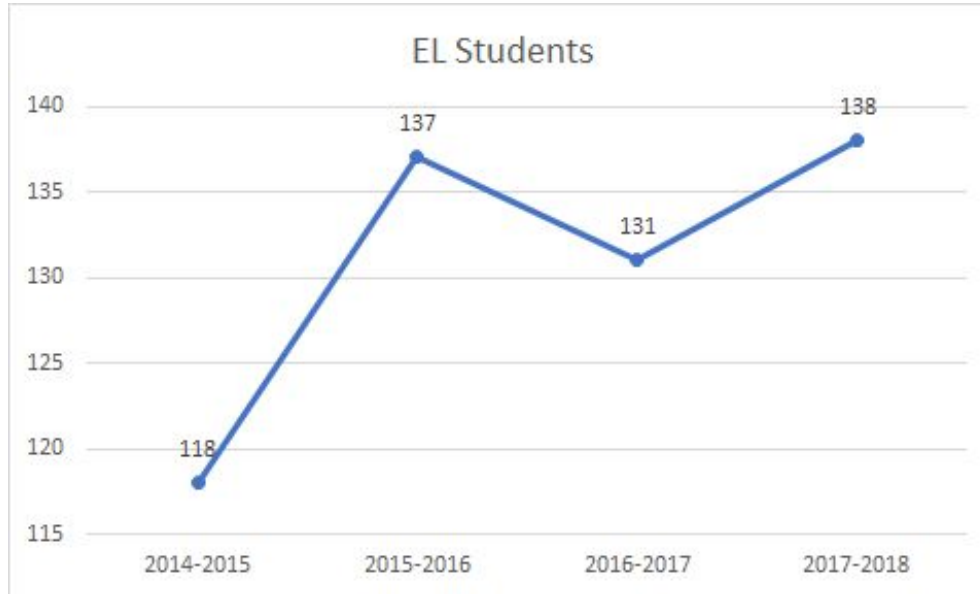
Title III



- Part A of Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.
- The Act states that LEP students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas.

2018-2019 Update

- 4 teachers (1 additional from last year)
- 2 paraprofessionals (1 additional added at the beginning of 2018) at SAMS and SAVHS



World's Best Workforce



- Legislation passed In 2013
- It requires school districts to identify:
 - ▷ Clearly defined goals and benchmarks for all student groups
 - ▷ A process for evaluating students' progress.
- Community will provide input:
 - ▷ To the school board to assist with the decision making process
 - ▷ On information shared to help make it understandable for the entire community

World's Best Workforce

- All students ready for Kindergarten.
- All students in third grade achieving grade-level literacy.
- Close the achievement gaps among all groups.
- All students career and college ready by graduation.
- All students graduate.



- **All students ready for Kindergarten**
 - Children are 5 years of age by September 1
 - Children are immunized
 - Children have completed early childhood screening



All students ready for Kindergarten

Early Childhood Screening:

SANB will increase the number of three years olds screened for Kindergarten in 2017-2018 so that 50% of those screened are three years old.

- **Goal Not Met:**

<u>115 students screened</u>	<u>Actual</u>	<u>Goal</u>
35 students were age 3	30.4%	50%
45 students were age 4	39.2%	
35 students were age 5	30.4%	

All students ready for Kindergarten

Teaching Strategies Gold Assessment:

100% of the students who attend preschool at St. Anthony Community Services and enter Kindergarten in September 2018, will be meeting expectations as measured by the Teaching Strategies Gold Assessment.

- Goal Not Met:

	<u>Emerging</u>	<u>Accomplished</u>
Social Emotional	12%	88%
Physical	2%	98%
Language	10%	90%
Cognitive	22%	78%
Literacy	33%	67%
Mathematics	67%	33%

6 objectives, 36 dimensions

- 
- **All students in 3rd grade achieving grade-level literacy**

MAP:

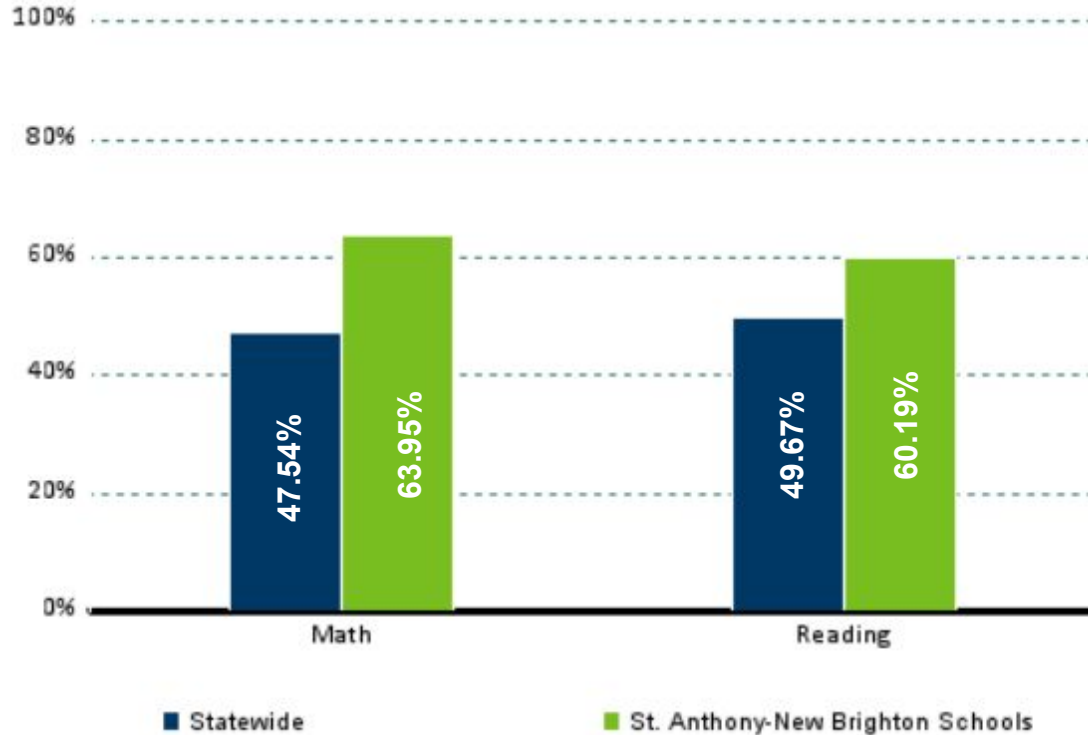
- At least **66%** of the Wilshire Park 3rd graders will have a RIT score of **208** or higher on the Measures of Academic Progress (MAP) on the Spring 2018 assessment.
 - Goal Not Met: actual 52%
 - Of that 52% - 28% made over 110% growth

■ Close the achievement gaps among all groups

MAP:

- All of the district English Language Learners taking the Measures of Academic Progress assessment during the 2016-2017 school year will increase their Percent of Expected Growth (PEG) from 110% to 175%.
- All of the district students who are not English Language Learners, taking the Measures of Academic Progress assessment will maintain their Percent of Expected Growth (PEG) at 156%
- Goal Not Met - 96% - EL PEG vs. 175% - non EL PEG

Academic Achievement Rate - For EL Students



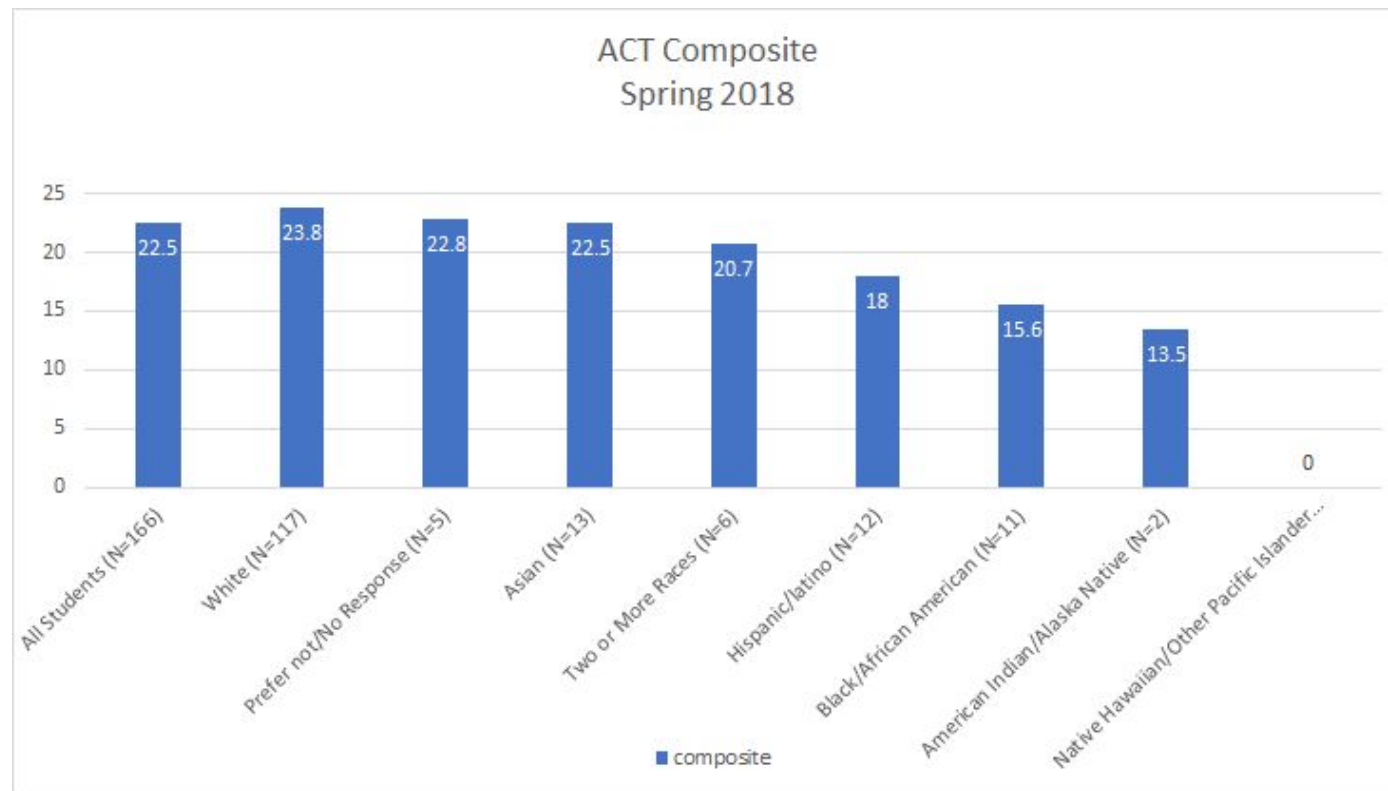
These are the students who have met or exceeded standards on state tests. All students expected to test are included.

All students career and college ready by graduation

ACT:

60% of the SANB Juniors taking the ACT Assessment in the 2017-2018 school year will earn at least a Composite score of 22.

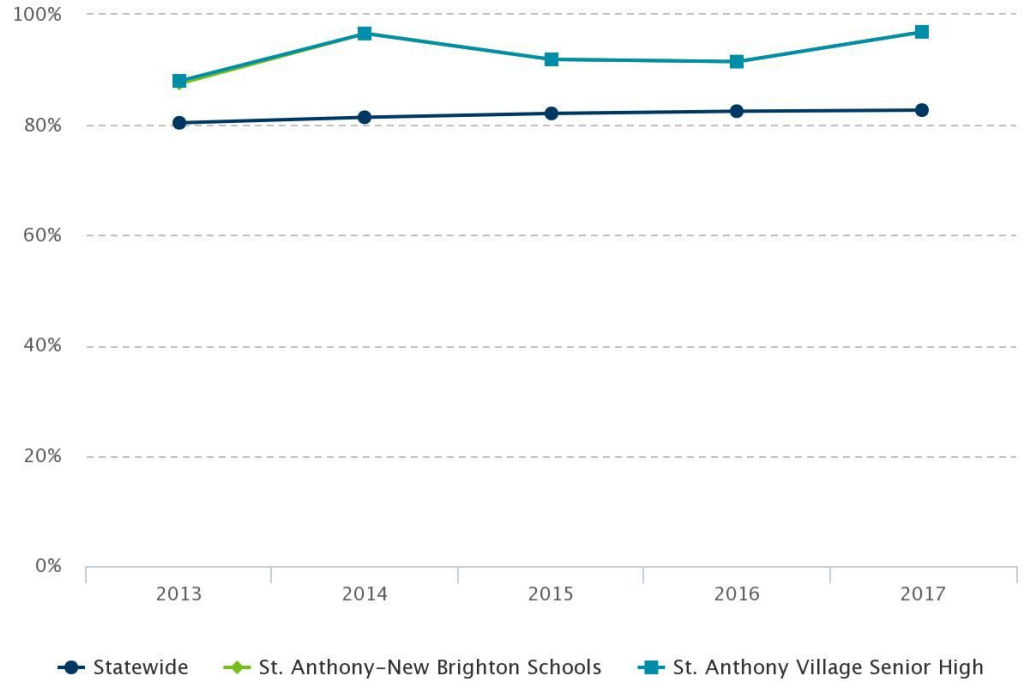
Goal Not Met: 58%
(all students)



All students graduate

Graduation: (data is from 2017)

- Goal 97.5% (all students)
 - Goal Not Met - 96.5%
- Goal 95% (students of color)
 - Goal Met - 98%



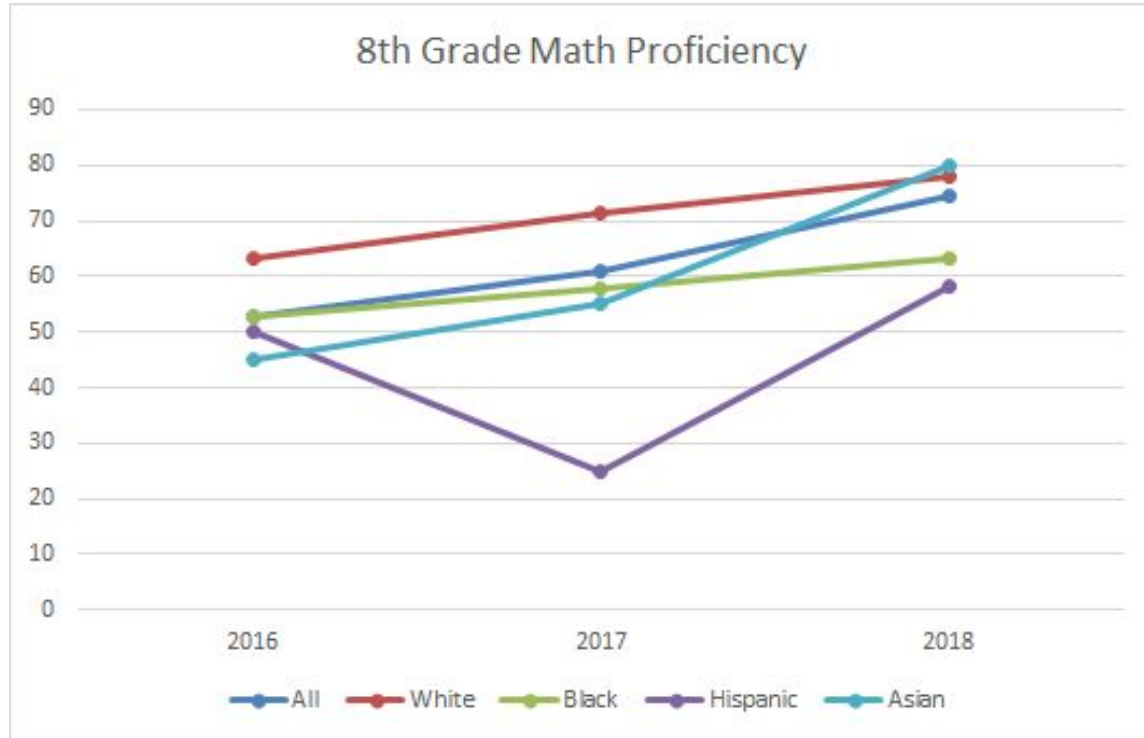
Northstar Accountability



- WBWF
- Grade 8 Achievement (Achievement)
- Progress toward English Language Proficiency (Growth)
- Consistent Attendance (Engagement)

Grade 8 Achievement

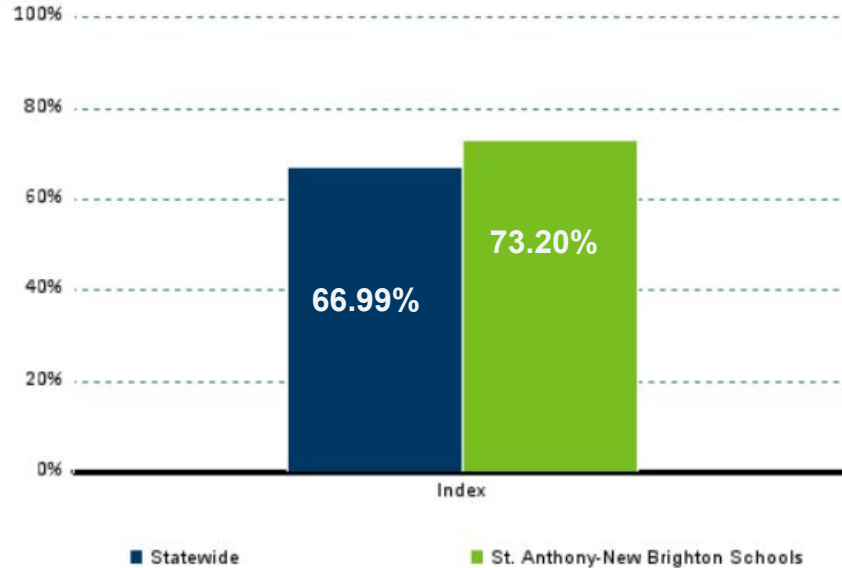
Grade 8 Math Achievement Gap Goal - By the year 2025: Reach an eighth grade math achievement rate of 90 with no student group below 85.



Progress toward English Language Proficiency

Average progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

Percent of ELs Meeting targets is the percent who reached or went past their targets.

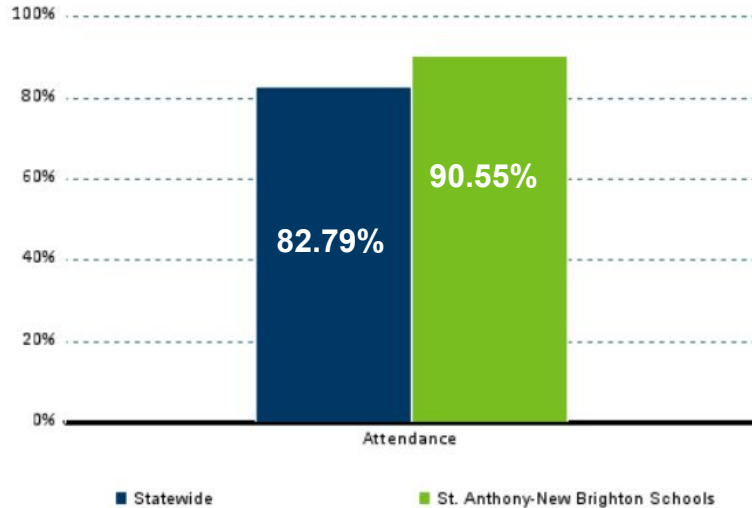


Northstar's goal is for 85% of EL students to make progress by 2025 (as measured by ACCESS tests).

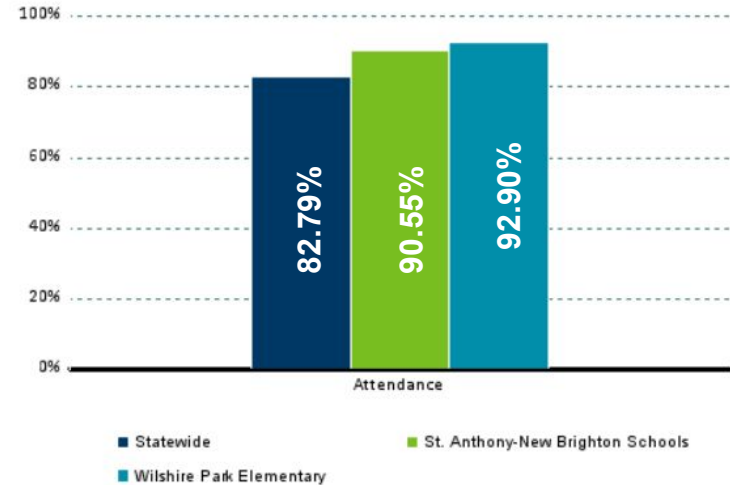
Consistent Attendance

Students attend more than 90% of the time they are enrolled.

District



Wilshire Park

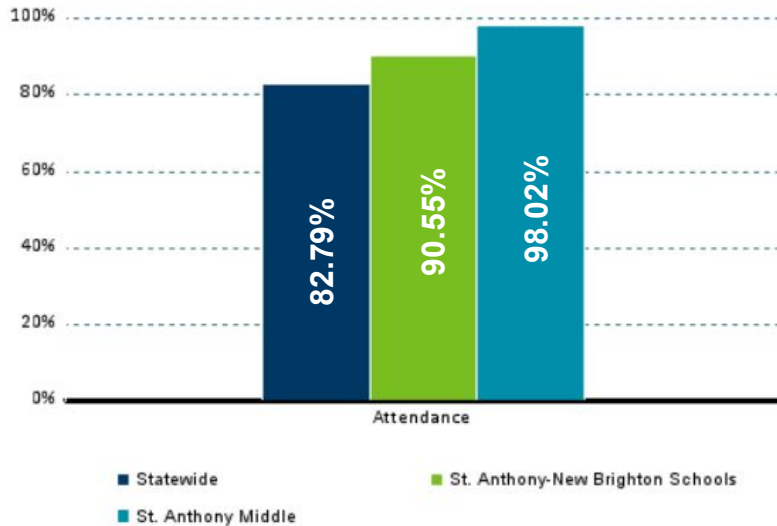


Reach a consistent attendance rate of 95% with no group below 90% by 2020.

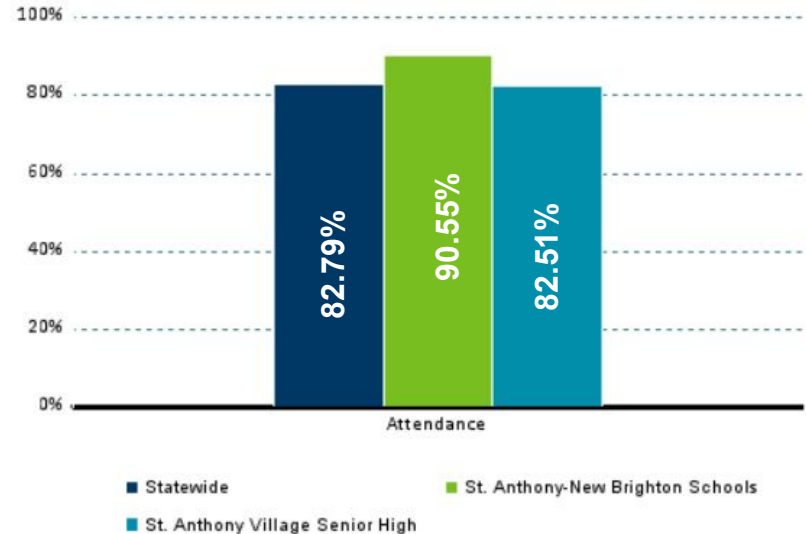
Consistent Attendance

Students attend more than 90% of the time they are enrolled.

SAMS



SAVHS



St. Anthony-New Brighton

(through programming and practices)

